

DOCUMENT RESUME

ED 477 894

SO 034 815

AUTHOR McCal, Ava L.; Ristow, Thelma
TITLE Teaching State History: A Guide to Developing a Multicultural Curriculum.
ISBN ISBN-0-325-00482-X
PUB DATE 2003-00-00
NOTE 244p.
AVAILABLE FROM Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 (\$23). Tel: 603-431-7894; Web site: <http://www.heinemann.com/>.
PUB TYPE Books (010) -- Guides - Classroom - Teacher (052)
EDRS PRICE Document Not Available From EDRS.
DESCRIPTORS *Classroom Techniques; Constructivism (Learning); Culturally Relevant Education; *Curriculum Development; Family History; *History Instruction; Intermediate Grades; Local History; Multicultural Education; National Standards; *Social Studies; *State History; State Standards
IDENTIFIERS Pluralism; Vignettes

ABSTRACT

United States state history is a required component of the upper elementary social studies curriculum in all 50 states. Noting that few resources exist on the subject of state history, this book aims to show teachers how to plan a state unit using a culturally relevant, social constructivist pedagogy with connections to literacy, a focus on multicultural teaching, and compliance with state and national standards. The book offers specific examples of the curricular framework in action, portraying teaching strategies and student responses to topics that range from the process of becoming a state, state government, state industries, and family histories to even more challenging subjects. Each chapter in the book opens with a classroom vignette illustrating the curricular framework. With each chapter, teachers can find descriptions of resource trade books, state history publications, photographs, artifacts, and simulations; teacher-created materials when published examples are unavailable; in-depth descriptions of classroom activities in action small-group research, literature circles, history workshops, dramatizations; "Focus on Your State," sections with suggestions for locating resources and creating materials specific to the state; and quotes from students revealing what they learned about state history. Following the introduction, there are six chapters: (1) "Creating State History Curriculum"; (2) "Integrating Family History with State History"; (3) "Learning about the First People in the State: Tradition and Conflicts"; (4) "Exploring Diverse Perspectives on Becoming a State and on Voting Rights"; (5) "Learning about State Industries"; and (6) "Teaching for Learning, Learning from Teaching." (Contains 133 references.) (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.